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Procedia - Social and Behavioral Sciences 89 (2013) 916 – 920

Procedia
 Social and Behavioral Sciences

2nd Cyprus International Conference on Educational Research, CY-ICER 2013

Formation of the professional self-improvement competence formation of the university students

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Abstract

Nowadays, the competence-based approach in learning provides the formation of the following competencies such as core, basic, special, and which meet the requirements of the educational standard and the criterion for assessing the effectiveness of the quality of vocational education management. Fulfilling the requirements of the labour market of the training quality of the university student, and requirements of the expert for his professional and socio-cultural status, and his competitiveness as well as the professionally necessary qualities of personality can be done in case when among the period of training the future specialist will possess the professional competence, which is understood as an integral characteristic of the individual specialist, which includes not only the degree of mastery of knowledge and skills in a particular area of professional activity, but also the ability to live and function effectively in society. In the system of basic competencies the competence of personal self enhancement of future specialists plays a special role, the **essence** of which is considered to be the ability to create self-development programs based on forward-looking analysis of market requirements and tendencies in the cultural environment, also owning the methods of self-possession and self-control, as well as the necessity for the continuous expansion of the space of their life, and ability to conduct self feed back to their professional readiness.

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Selection and/or peer-review under responsibility of Prof. Dr. Huseyin Uzunboyly, Near East University, Faculty of Education, Cyprus

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Keywords: Competence, professional competence, self-improvement, student, professional;

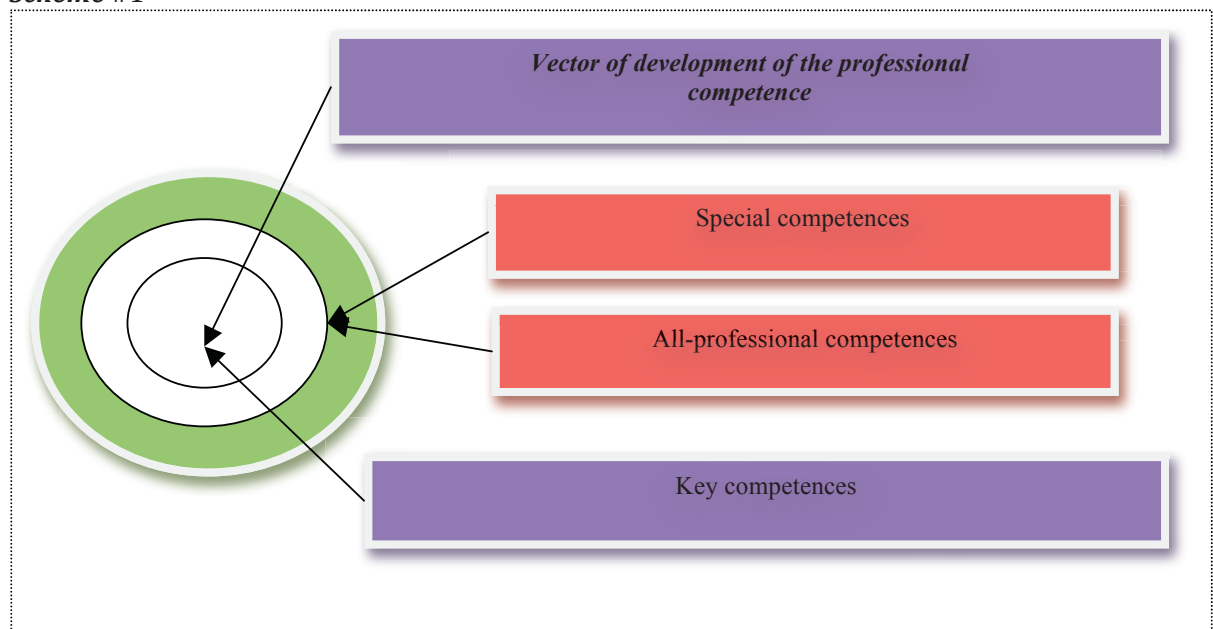
1. Introduction

Aspiration of students to get a professional education defines relevance of a problem of formation of their professional competence. Activation of attention of researchers to the concepts "competence", "competency", "competence-based approach" is explained by a variety of reasons: the need of creation of the new concept of education which is reflecting inquiries of the creative person and modern requirements of society to professional qualities, knowledge and abilities; integration processes; orientation of the higher education to formation of the expert, providing his ability to self-improvement.

Research the professional problems and vocational training in scientific literature revealed existence of various treatments of the concepts "competence" and "competency". Competences are defined by such concepts, as knowledge, abilities, skills, qualities and properties of the personality, result and criteria of quality preparation of an expert (A. G. Bermus, I. A. Zimnyaya), practical expression of modernization of the content of the education process (V. V. Krayevsky), new approach to designing of the education standards (A. V. Khutorskaya), special abilities (J. It is equal, R. White, H. Khershgen). During research positive sides of the "competence-based" approach which application gave the chance to define more precisely logic of development of significant knowledge in the professional plan were confirmed.

The term professional competence we understand as integrative quality, which has been developed during the professional activity and course of training and represents set of professionally significant properties and provides successful realization of its professional activity.

Scheme #1



Professional competences have the system and interdisciplinary character, caused the directions of preparation of students. A number of the main competences includes the following: subject competence - profound knowledge, abilities, skills, qualification; the intersubject competence - abilities reasonably to interpret selected information; the professional and communicative competence - including possession of technology of professional communication; the pedagogical competence - knowledge and possession of methods and training receptions; the psychological competence - a circle of psychological knowledge; the reflexive competence connected with ability of providing critically estimate of process and results of the activity, desire of self-improvement.

As research showed, formation of professional competence of students of higher education institution is got by communicative technology in which are inherent: communication of speech activity with various forms of activity; identity of the relation to everything that makes educational process; interaction of participants of educational process - emotional, semantic, personal coordination.

2 Methods

For the purpose of studying of the created competence level we annually conduct questioning of students of 3-4 courses in the beginning of student teaching and after its passing. The analysis of results of questioning allowed us to allocate essential signs of competence to which we carried the following: more than 50% of students after passing of practice started accepting future pedagogical activity as the sphere of the self-realization and self-improvement, to realize the informative and professional opportunities, becomes more confident in the actions, they form the positive relation to a profession and motive for to seize it; about 60% of students seized an approximate basis of pedagogical activity which includes not only an image of result of the activity, but also complete the process of its achievement; from 80-90% of students on own experience, in the course of practical activities approved various ways of the solution and problem questions, the professional tasks which are entering into structure of pedagogical competence in image of basic competences (analytical, organizational, design, communicative, self-educational, etc.).

The majority of students seized ways of a reflection, self-checking, self-improvement and self-assessment of the actions through the using a criteria and indicators of efficiency of pedagogical activity. In our opinion, the listed signs can be considered as indicators of formation sufficient for future professional activity of competence level.

Generalizing various approaches to definition of essence of the concept "competence", we defined the concept "professional competence" which we consider with accepting in attention the following parameters existence of knowledge, professional and life experience, an orientation of the personality, abilities of students of higher education institution to work in a concrete situation, to solve professional problems of different level of complexity, its readiness for quality achievement of the work results, the relation to the profession as values.

3. Figures and the results

The competence nature such is that it, being a training product, doesn't follow from it, and is a consequence of self-development and self-improvement process of the individual, namely not only its technological, but also personal growth, a consequence of self-organization and synthesis of activity and personal experience rather.

Competence is a way of existence of knowledge, abilities, the education, promoting personal self-realization, method of finding the own place in the world, therefore education is represented as high-motivated and in original sense personally focused, providing the maximum demand of personal potential, recognition of the personality by people around and understanding by the identity of own importance. For the purpose to identify and correct the formation of professional competence and students' self-improvement process we carried out diagnostics, which reflects their collective characteristic.

Results of diagnostics on 1-2 courses.

Self-assessment:

- The overestimated – 10%
- The adequate – 44%
- The underestimated – 46%

Uneasiness

- Average – 55%
- The lowered – 13%

Empathy:

- Above an average – 29%
- Average – 50%
- The lowered – 21%

Professional abilities:

- Above the average level – 17%
- Average – 74%
- Below average – 9%

Organizing abilities:

- Above the average level – 7%
- Average – 79%
- Below an average – 14%

Orientation of the personality:

- On business – 24%
- On communication – 49%
- On itself ("I") – 27%

4. Discussion

The analysis of the literature devoted to a problem - formation of competence, professional self-improvement of students of higher education institution, shows that the majority of researchers allocate:

- 1) The basic competences formed on the basis knowledge, abilities, being shown in certain kinds of activity;
- 2) The key competences, which are showing in all kinds of activity, in every respect persons with the world, reflecting an inner persons world and meanings of its activity;
- 3) The special competences reflecting specifics of the concrete subject sphere of professional activity.

Certainly, all three types of competences are interconnected and develop at the same time in the course of pedagogical preparation of students of higher education institution (future teacher), form individual professional style of its future pedagogical activity.

Competence as property of the individual exists in various forms:

- As skill degree;
- Way of personal self-realization (habit, way of activity, hobby);
- Certain result of the individual self-development or form of manifestation of ability.

Considering complexity and versatility of the problem of improvement in professional competence of students, further it is expedient to continue work in other directions of pedagogical competence.

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